DOCUMENT RESUME

ED 093 108 EC 062 192

TITLE	Behavioral Discriptors of the Gifted.
INSTITUTION	Pittsburgh Univ., Pa. Office of Research and Field Services.
PUB DATE	[74]
NOTE	29p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Behavior Patterns; *Behavior Rating Scales; *Exceptional Child Research; *Gifted; *Identification; Psychological Characteristics; *Questionnaires

ABSTRACT

Provided is a questionnaire in the form of a rating scale to determine the degree to which teachers believe 316 characteristics (called behavioral descriptors) are typical of gifted children. Given is a definition of giftedness which includes capability of high performance in areas such as general intellectual ability and creative thinking, and need for differentiated educational programs beyond normal provisions of the regualr school program. Instructions are given for rating behavior according to seven levels ranging from very uncharacteristic to very characteristic. The following are typical examples of the descriptors provided: "the child uses logic in arriving at a decision, the student displays unusual ability to select and arrange colors, and the student quickly analyzes mechanical problems". (HC)

ED 093108

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EC

BEHAVIORAL DISCRIPTORS OF THE GIFTED

Office of Research & Field Services
University of Pittsburgh
School of Education
2901 Cathedral of Learning
Pittsburgh, Pa. 15260

EC062192

INFORMATION SHEET

Please complete the following questions, keeping in mind that any information provided will be held in the strictest confidence.

Identification Number (provided in the upper right hand corner of the scale).

I.D.#_____

Sex M or F (circle one)

Race White Black other (circle one) If other specify_____

Years of teaching experience (nearest year)_____

Grade level (s) currently envolved with _____

Age (nearest year)_____

Highest degree obtained_____

Do you have children of your own? yes or no

If yes, list the age and sex of each: _____

_____

_____

_____

DEFINITION OF GIFTEDNESS

In evaluating these behavioral descriptors as to the degree to which each characterizes behavior or abilities of a gifted child; the following definition of giftedness will be utilized.

Gifted children are those who by ~~virture~~ virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts

INSTRUCTIONS

You are to judge what each statement means with reference to seven levels of student behavior which range from very uncharacteristic to very characteristic of the behavior of gifted children. You are not being asked to agree or disagree with a statement, but to make a judgment as to its meaning regarding the specific behavioral characteristics as they typify the gifted child.

Read each statement and indicate by an X in one of the seven squares the degree to which the statement is judged to be a characteristic of a gifted child.

1. Note that in each case, one end of the continuum squares represents one extreme of the specific behavioral characteristic as it typifies the gifted child, and the other end the other extreme. The degree to which each of the other squares are representative of the gifted child are stated above the line of squares.

2. Try to make real distinctions as to the degree to which each statement is a discriptor of gifted behavior or ability.

3. Do not spend too much time on any one behavioral descriptor. PLEASE OMIT NONE.

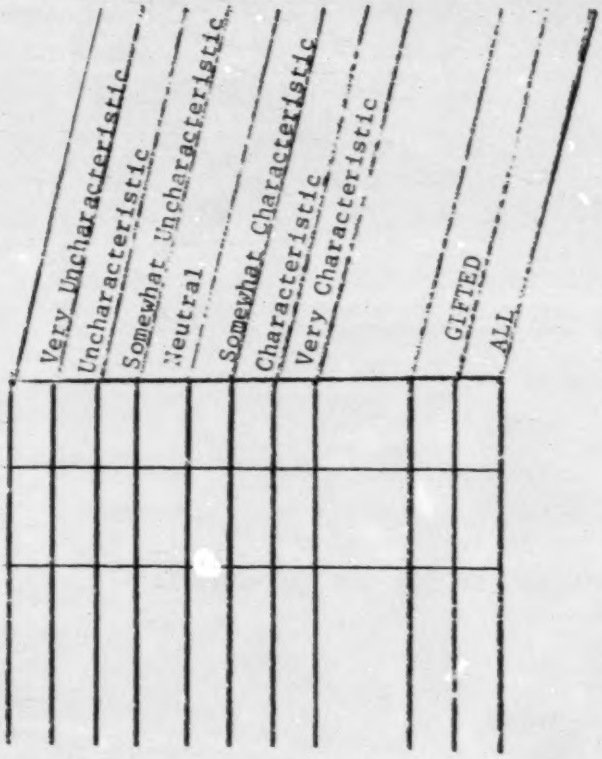
4. We would also like you to judge whether each descriptor is particularly relevant to gifted children, or if it is equally applicable to all children. Place a check mark in one of the two squares labeled gifted or all according to your decision. These squares are located to the right of the seven squares described below.

Thank you for your time and assistance. The completed forms are to be returned to Murray D. Thompson, Office of Research & Field Services, University of Pittsburgh, 2901 Cathedral of Learning, Pittsburgh, Pa. 15260. Phone:621-3500 extention 6487 or 6489.

EXAMPLES:

1. The student often completes his assisnments well in advance of his peers.

2. The child seeks friendships with older children.



	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic		GIFTED	ALL
1. When given responsibility the child displays a keen sense of duty.										
2. The child is able to distinguish relationships.										
3. The child is reluctant to conform to peer pressure.										
4. The child is sympathetic of the desire of others.										
5. The student has a well developed sense of humor.										
6. The student is able to analyze new situations in depth.										
7. The child's behavior indicates a high degree of general intelligence										
8. The child needs little persuasion to investigate new areas.										
9. The child uses logic in arriving at a decision.										
10. The child is interested in words and their uses.										
11. The child is often placed in the role of arbitrator to handle disputes by his peers.										
12. The child requires less detailed and repeated instructions.										
13. The student's ideas are often very original.										
14. The student doesn't totally depend on the teacher to guide his study.										
15. The child seems to be a rapid learner.										
16. The child often is productive in producing new ideas.										

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic		GIFTED	ALL
17. The child is fair in his judgments of others.										
18. The child has a sharp sense ofjustice.										
19. The child doesn't sacrifice future benefit for present pleasures.										
20. The child often takes charge of a situation.										
21. The student does not need continual supervision by the teacher.										
22. The student continually questions the status quo.										
23. The student is hard to influence in reading selections.										
24. The child excels in reasoning ability.										
25. The child conforms to the established norms of his peers.										
26. The student is able to apply learning from one situation to a different situation.										
27. The student seems to have little difficulty in handling the required academic requirements.										
28. The student's playmates are normally older.										
29. The child reads at a level far superior than other children his age.										
30. The student often directs the behavior of his peers.										
31. The child frequently appears domineering with his classmates.										
32. The child is a high achiever in reading skills.										
33. The child demonstrates an interest in academic subjects.										

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic		GIFTED	ALL
34. The child is able to apply temporary measures to satisfy the needs of an emergency.										
35. The child doesn't depend on the teacher consistently for assistance.										
36. The child seems hyperactive in his behavior.										
37. The child is able to critically evaluate facts.										
38. The child possesses a good deal of common sense.										
39. The child is customarily not moody.										
40. The child could be classified as an optimist.										
41. The student is often critical of what others do or say.										
42. The child is able to convey ideas effectively										
43. The child is unusually responsive to the motivation of the teacher.										
44. The child is unwilling to give up even when faced with obstacles.										
45. The student displays an unusual ability to select and arrange colors.										
46. The student's peers often seek his direction.										
47. The child normally completes his assignments on time.										
48. The student seems to know many things of which other children are unaware.										
49. The child is conscientious in his academic pursuits.										
50. The child is extremely self-reliant.										

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic		GIFTED	ALL
51. The child displays the ability to think things out on his own.										
52. The child can adopt the use of tools in novel ways to meet the needs of new situations.										
53. The child is basically cheerful.										
54. The child enjoys social activities.										
55. The student is able to draw sound generalizations from observed relationships.										
56. When given responsibility the child handles it well.										
57. The student has frequent self-directed interests.										
58. The student often produces work that is unique.										
59. The child demonstrates good study habits independent of teacher supervision.										
60. The child is ambitious in his activities.										
61. The child often challenges the teacher.										
62. The play behavior of the child is of a more complex nature than that of his peers.										
63. The child displays mechanical inqenuity.										
64. The child is open to considering the suggestions of others.										
65. The child does not seem satisfied with pat answers to controversial questions.										
66. The student enjoys the challenge of stimulating subject matter.										
67. The student shows evidence of emotional stability in ordinary behavior.										

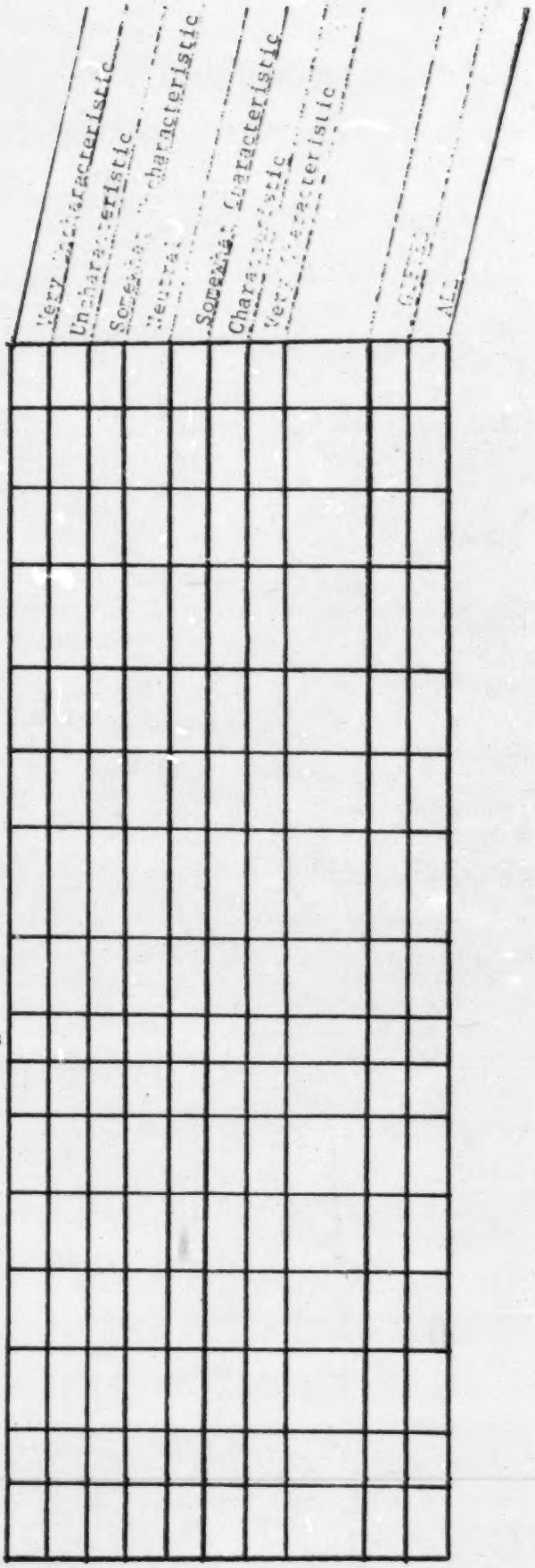
	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic	GIFTED	ALL
68. The student is constantly questioning the cause and reason for things.									
69. The child is able to find and identify the missing elements in a problem.									
70. The child seems extremely intrinsically motivated to pursue areas interesting to him									
71. The student seems to possess a greater attention span than his peers.									
72. The child is not a follower.									
73. The child is chosen as a friend more frequently than other children in the classroom									
74. The student is able to work steadily without being distracted.									
75. The child is often critical of others.									
76. The child often pursues areas unsuggested by the teacher.									
77. The child is perceptive of the relevant variables present in novel situations.									
78. In the classroom the child often challenges the teacher.									
79. The student seems to be more mature than his classmates.									
80. When faced with a problem solving task the child is able to reason well in solving it.									
81. The student demonstrates good progress in school.									
82. The student usually completes assignments in less time than his peers.									
83. The child displayed an early precocity in vocabulary development.									

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic		GIFTED	ALL
84. The child is sensitive to the approval and disapproval of his peers.										
85. When the child forms a conviction he will support it.										
86. The child is usually bold in developing new ideas.										
87. The child occasionally tends to be an exhibitionist.										
88. The child often displays qualities of leadership.										
89. The child seems to usually get along better with adults than with peers.										
90. The child when questioned does not seem evasive.										
91. The child is responsive to the desires of others.										
92. The student is willing to work hard if interested in an activity.										
93. The child does effective work independently.										
94. The child has an extra-ordinary amount of perseverance.										
95. The child questions everything.										
96. The child criticizes himself and modifies his behavior accordingly.										
97. The child is able to evaluate a situation and establish an appropriate sequence to meet the needs of that situation.										
98. The child never seems to tire.										
99. The child is able to look ahead and analyze future situations.										

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic	GIFTED	ALL
100. Teachers often describe the child as popular.									
101. The child is often able to guide himself through subject matter.									
102. The child looks forward to his school activities.									
103. The child can devise a variety of solutions to a problem.									
104. When placed in small groups the child often emerges as the principle spokesman for the group.									
105. The child frequently concentrates on goals that are remote, poorly defined and possibly unobtainable.									
106. The child can alter his behavior pattern when appropriate.									
107. The child is more socially accepted by his peers than are other children in the classroom.									
108. The student is more productive in multiple areas than his peers.									
109. The child is very industrious in areas which interest him.									
110. The student quickly analyzes mechanical problems.									
111. The child often appears to be impolite to others.									
112. The child demonstrates great ability in making judgments of distance and length.									
113. The child is reliable even when not supervised.									
114. In unorganized activities the child often emerges as the leader of the group.									

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic		GIFTED	ALL
115. The child is not discouraged when faced with difficulties.										
116. The child will often desire to work independently.										
117. The child displays good common sense in everyday affairs.										
118. The student is able to comprehend readings of a more complex nature than his classmates										
119. The child can work well independently without teacher assistance.										
120. The student is able to generalize from accumulated facts or experiences.										
121. Many of the child's interests are academic.										
122. The child is a reliable choice in selecting a monitor for the class in the teacher's absence.										
123. The child has a generally pleasing personality.										
124. The child often seems overconfident.										
125. The child assumes and discharges responsibilities.										
126. The child works readily with symbols such as words and numbers in place of direct experiences and the actual objects.										
127. The child adapts easily to new situations.										
128. The student displays a vivid imagination in his presentation of reconstructed fantasies.										
129. The student has a more complex language pattern than his peers.										
130. The student analyzes puzzles or trick questions easily.										

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic		GIFTED	ALL
131. The child seems to be extremely sincere in all that he does.										
132. The child will attempt to solve problems himself.										
133. The child is extremely verbal.										
134. The student has a wide range of academic abilities.										
135. The child is capable of being depended upon.										
136. The student is likely to be influenced in reading selections suggested by his classmates										
137. The student has an extra-ordinary ability to grasp abstract concepts.										
138. The child displays an unusual inventive capacity.										
139. The child will strongly defend his ideas.										
140. The student is able to analyze his past behavior objectively.										
141. The child seems insistent on knowing.										
142. The student is able to visualize actions and things from descriptions.										
143. The child pursues his interests with great vigor.										
144. The child is at times quite inventive.										
145. The student is able to interpret what he reads.										
146. The child has an extra-ordinary amount of physical energy.										
147. The child seems to be socially well adjusted.										



148. The child displays great skill in making judgments of a casual nature.

149. The student possesses high levels of attentiveness to his environment.

150. The child demonstrates a high degree of orginiality.

151. The student needs less recognition for effectiveness in academic pursuits than others.

152. The child frequently displays a sarcastic type of humor.

153. The student possesses aestetic abilities to judge art.

154. The child seems to be far ahead of less capable peers in certain curriculum areas, but may not be ahead in other areas.

155. The child may be the first to give in to suggestions but the last to give up.

156. The child is not reluctant to make judgments

157. The child communicates easily with adults.

158. The student learns with little need for repetition.

159. The child frequently does not conform to peer values.

160. The child normally solves novel problem situations.

161. The child is practical in his behavior and suggestions.

162. The child is skillful at making judgments.

163. The child often does the unexpected.

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic		GIFTED	ALL
164. The child has a tendency toward easily recovery from failure.										
165. The child often challenges established ways of thinking.										
166. The student is able to adapt learning to various situations somewhat unrelated in orientation.										
167. The child has a marked interest in reading.										
168. The child is above average in his reading ability.										
169. The child frequently finds fault with his classmates.										
170. The child is adept at coming up with inventive ideas.										
171. The child can apply past knowledge and experiences in various ways to compliment the needs of novel situations.										
172. The student sticks to what he believes in.										
173. The child is persistant in overcoming difficulties to accomplish a goal.										
174. The child develops strong convictions.										
175. The child demonstrates an extra-ordinary appreciation for music.										
176. The child enjoys new situations.										
177. The student is sensitive to the likes and dislikes of his classmates.										
178. The student is defensive of his actions.										
179. The child is popular with other children.										
180. The child would not cheat on his academic pursuits.										

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic	GIFTED	ALL
181. The student is often self-directed in his academic pursuits.									
182. The child started to read prior to entering school.									
183. The student is able to produce a new process originating from study and experimentation.									
184. The child is able to stick to his ideas even though others do not agree.									
185. The student is sensitive to fine distinction in the structure and processes of his environment.									
186. The child does not purposely mislead others.									
187. The student uses a logical sequence to solve problems.									
188. The child is often able to discover gaps in knowledge as presented.									
189. The child conforms to the dictates of established rules.									
190. The child reads a wide variety of materials.									
191. The child's peers often seek advice from him.									
192. The child continually asks why?									
193. The student is superior to his classmates in his academic activities.									
194. The student does not like to be alone.									
195. The child often displays strong intellectual curiousity.									
196. The child is active in play activities.									
197. The student reads a greater variety of material than his classmates.									

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic		GIFTED	ALL
198. The student is not easily influenced by others.										
199. The student is an enthusiastic learner.										
200. The child displays an ability to do well at mechanical manipulations.										
201. The child feels an obligation to do what he considers right.										
202. The student is able to use abstract reasoning in an effective manner.										
203. The child is positive in his attitude toward school in general.										
204. The child is sensitive to the wishes of adults.										
205. The child commands a rich vocabulary.										
206. The child is defensive of his ideas.										
207. The child is able to draw on past experience to solve new problems.										
208. After arriving at a decision the child is often indifferent to the opinions of others.										
209. The child learns rapidly in short periods of time.										
210. The child can produce or manufacture something out of little.										
211. When placed in a position of authority the child displays extra-ordinary skill in making judgments concerning the behavior of his peers.										
212. The student at times seems to be bored with the classroom activities.										
213. The child is often critical of others' ideas and suggestions.										

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic	GIFTED	ALL
214. The student may at times seem indifferent to normally accepted procedures.									
215. The child is not easily lead astray.									
216. The child normally does not take unfair advantage of others.									
217. A novel situation is easily handled by the child.									
218. The child often displays resourceful behavior									
219. The child frequently asks questions in certain subject areas.									
220. The child demonstrates self-confidence in himself.									
221. The child is able to make independent judgments.									
222. The child often anticipates instructions.									
223. The child is basically truthful.									
224. The child's behavior is demonstrative of good common sense.									
225. The child is often the originator of new ideas.									
226. The child often seeks the company of older children.									
227. The child could be classified as gregarious.									
228. The child seems to be socially accepted by his peers.									
229. The child normally shirks from praise or admiration.									
230. In meeting the needs of his academic work the child displays extra-ordinary reasoning ability.									

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic	GIFTED	ALL
231. The child is dependable.									
232. The child is responsive to the criticism of adults.									
233. The child frequently attempts to be first in performance.									
234. The child will often, on his own, design study associated with areas of interest to his.									
235. The student is able to express himself effectively using the various communications skills.									
236. The child is able to be constructively critical in the evaluation of others' work or suggestions.									
237. The child will often invent alternative measures to solve problems.									
238. The student displays an extra-ordinary artistic ability.									
239. The child is able to grasp and maintain knowledge easily.									
240. Teachers normally like the child.									
241. The child is able to see defects in the logic of others.									
242. The student usually considers his actions and ideas as important.									
243. The child displays pride in his accomplishments.									
244. The student has superior ability in planning, organizing and promoting.									
245. The advice of the child is highly valued by his peers.									

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic	GIFTED	ALL
246. The student frequently responds to questions asked in the classroom.									
247. The child often reads for pleasure.									
248. The child is able to find new functions for old items.									
249. The child is able to turn to alternative resources in the absence of the usual.									
250. Even when rejected the child goes ahead and tests his ideas.									
251. The child is more competitive than his peers.									
252. The child incorporates suggestions from others into his own thinking and actions.									
253. The child is considerate of others.									
254. The child has an interest for mechanical objects.									
255. The child is curious about meanings of words.									
256. The child's behavior suggests a high level of maturity.									
257. The child has a great deal of confidence in the worth of his ideas.									
258. The child often demonstrates fresh initiative in facing old problems.									
259. The child's behavior is demonstrative of a desire to excel.									
260. The child has superior motor ability and physical control.									
261. The child is willing to accept responsibility									
262. The child when compared to his classmates appears to be a non-conformist.									

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic	GIFTED	ALL
263. The child's behavior could be considered as energetic.									
264. The child is able to read material of greater difficulty than his peers.									
265. In many of his behaviors the child is constructively imaginative.									
266. The child is very determined to finish what he begins.									
267. The child has a wide range of interests.									
268. The child has the ability to introduce new aspects in a conversation of certain subjects									
269. The child will often help other classmates to understand their academic problems.									
270. The student has many friends.									
271. The student seems to have a more advanced vocabulary than his classmates.									
272. The child is able to recognize inconsistencies in an argument.									
273. The child's emotional behavior is relatively stable.									
274. The child is compulsive in giving attention to detail.									
275. The child possesses a high degree of competitiveness.									
276. The child often will disassemble and assemble equipment.									
277. The child has confidence in his decisions.									
278. The child is frequently unwilling to accept no as an answer.									

	Very Uncharacteristic		Uncharacteristic		Somewhat Uncharacteristic	Neutral	Somewhat Characteristic		Characteristic		Very Characteristic		GIFTED	ALL
279. The child has intense feelings of concern about the world around him.														
280. The child will often assist fellow students to understand academic areas in which he has competence.														
281. The child seems more secure than his peers.														
282. The child is able to control the behavior of his classmates.														
283. The child relies on his own judgments.														
284. The child frequently develops ideas which run counter to accepted ideas and practices.														
285. The child is able to regulate his own behavior in an acceptable manner.														
286. The child demonstrates skill in choosing between alternative decisions or choices in problem solving situations.														
287. The child will often help other students with their school work.														
288. The student is able to influence the decisions of his classmates.														
289. The student will occasionally interrupt the class.														
290. The student enjoys studying subjects that are different.														
291. The child is able to present past experiences in an exact, specific, and interesting manner.														
292. The child does not seem frustrated by new situations.														
293. The child has a strong interest in a few areas.														

	Very Uncharacteristic	Uncharacteristic	Somewhat Uncharacteristic	Neutral	Somewhat Characteristic	Characteristic	Very Characteristic	GIFTED	ALL
294. The child's behavior in everyday situations is practical.									
295. The child is motivated to do his best in play activities.									
296. The student displays extra-ordinary musical ability.									
297. The student is able to get others to do his will.									
298. The child can do many things well.									
299. The student is often observed to be daydreaming.									
300. The student spends time, beyond that ordinarily required, on subjects that interest him.									
301. The student recognizes casual relationships.									
302. The student is attentive to pupil-teacher discussions.									
303. The child's behavior indicates that he has matured earlier than his peers.									
304. The child often gives evidence of precocious behavior.									
305. The child easily grasps large concepts such as national issues, international plans, geologic time, theories of origin, etc.									
306. The student exhibits initiative in starting worthwhile ventures.									
307. The child's attitudes often run counter to tradition.									
308. The child is able to direct his own interests in a constructive manner.									

	Very uncharacteristic	uncharacteristic	somewhat uncharacteristic	neutral	somewhat characteristic	Characteristic	Very Characteristic	GIFTED	ALL
309. When bored the child becomes a behavior problem.									
310. The student is able to grasp mathematical concepts easily.									
311. The student will often challenge the teacher's intellectual biases.									
312. The student is unusually adept in analyzing his own abilities, limitations and problems.									
313. The student is able to intuitively develop tentative hypothesis to reach a solution of a problem.									
314. The child is able to direct his study habits in areas of interest.									
315. The child does not seek teacher assistance.									
316. The child is at times a behavioral problem due to his early completion of his assignments.									

Office of Research and Field Services
School of Education
2901 C. L., University of Pittsburgh
Pittsburgh, Pennsylvania 15213

A. References: Gifted

1. Barbe, Walter B. (Ed).
Psychology & Education of the Gifted: Selected Readings.
Appleton - Century - Crofts, 1965.

2. French Joesph L (Ed).
Education of the Gifted.
Holt, Rinehaot & Winston, 1960. (Revised, 1964).

3. Gallagher, James J. (Ed).
Teaching Gifted Students: A Book of Readings.
Allyn & Bacon, 1967.

4. Smith James.
Creative Teachings of Readings & Literature
in the Elementary School.
Allyn & Bacon, 1967.

5. Torrance, Paul
Rewarding Creative Behavior.
Prentice - Hall, 1965

6. Wetty Paul
Education for the Gifted, 1958.

7. Wetty Paul
The Teachings of Reading 1966 D C Health

8. Wetty Paul
Helping the Gifted Child
Chigago: Science Research Associates, 1952.
Revised, 1970

B. Other Sources:
Educational Index
Encyclopedia of Educational Research
Psychological Abstracts
Review of Educational Research

Some References:

1. Anderson, K. E. (Ed). REsearch on the Academically Talented Student. Washington, D. C. NEA, 1961.

2. Freehill, M. F. Gifted Children N. Y: Macmillan, 1961.

3. Gibbony, Hazel M. Enrichment : Classroom Challenge. Columbus, Ohio Ohio Dept of Education, 1962

4. Henry, N. B. (Ed) Education for the Gifted. Yearbook of N.S.S.E., 1958, 57, part 2

5. Lewis, Gertrude M. Educating the More Able Children in Grades Four, Five, and Six. Washington, D. C. U. S. office of Education Bulletin, No 1, 1961.

7. Miller L. M. Guidance for the Underachiever With Supeiror Ability. Wahington, D. C. U. S. Office of Education Bulletin, No 25, 1961.

8. Ohio Department of Education Superintendent of Public Instruction. A Selected and Annotated Bibliography on the Gifted. Columbus, Ohio. Ohio Dept. of Educ, 1960.

9. Southern Regional Education Board- The Gifted Student: A Manual For Program Improvment. Atlanta, Ga: South Reg. Educ. Bd, 1962

10. Taylor, C. W. & Barron, F. (Eds) Scientific creativity- its Recognition and Development. N. Y. = Wiley 1963

C. Organizations:

1. The American Association for Gifted Children
   15 Gramercy Park
   N.y.
   Purpose: to promote interests of gifted children
   sponsors : writing of books & distributing reprints of articles by members (publication list available)

2. Association for the Gifted
   Division/ Council for Exceptional Children, 1201 16th st, N. W.
   Washington 6, D. C.
   membership = predominantly professional individuals
   purpose : sensitization of Society to needs of gifted
   stimulation of research
   facilitation of information exchange
   newsletter three times a year

3. The Joe Berg Foundation
   1713 South Michagan Avenue
   Chicago 16, Illinois
   purpose: promote seminars for the gifted at elem. high school levels, using professionals form the community as teachers to develop materials for seminars, and to offer assistance in establishing seminars at no charge to the community.

4. Educational Testing Service, Nassau Street, Princeton, New Jersey
   Creativity Research Exchange: as a clearinghouse.
   Researchers send outlines of major phases of studies as completed and ETS reproduces and distributes them to professionals within a few weeks.

5. The inter- University Committee on the superior Student
229 McKenna, Univ of Colorado, Bonldeo, Colorado
no formal membership; mailing lst of 9,000
purpose, encourage development of special programs for
the superior student in American higher education
(part in 4 yr. public institutions)
Serves clearinghouse- info. on special programs
holds nat & reg. conf.
personal visits by staff to assist schools : estab.or
revise special programs
publishes "Superior Student," monthly newsletter

6. The National Association for Gifted Children, 409 Clinton Avenue,
Cincinnati 17, Ohio
chiefly prof. member.
purpose: maximize potentalities by providing better understanding
of gifted's prob.+ needs; and how these may be met.
sponsors: annual + state meetings
publishes: "Gifted Child Quarterly"

7. The National Education Association Project on the Academically
Talented Student
1201 16th st N. W. Wash. 6, D. C.
sponsors: conf.
produces mixpen. paperback pub. on the gifted
(pub. lists available)

8. Superior and Talented Student Porjuct
5454 South Shore Drive Chicago 15, Ill. Room 718
vol. assoc- second schl.- programs: youth- above average abilities
by apple there following regional accrediting agencies
New England Assoc. of Colleges + Second Schls
North Central Assoc
Northwest Assoc of Secondary + Higher Schools
Sourthern Assoc of Colleges + Second Schls
Western Colleges Assoc.

Calif ASSOC j Secondary school administrators
purpose involve secondary schools in coop-action
programs - identify, guide, motivate, provide
for capable youth
Some consultative services ar available to groups of schools.
A list of publications is sent on request.

9. Talented youth Project
Horace Mann- Lincoln Institute
Teachers college, Columbia University,
N. y. 27, n.yn.
a research project - services- school system + individ.
as as outgrowth of research activities.
Publication lists and a selected bibliography are available

10. The Gifted Child Society, Inc
75 Andover Avenue
Dumont, N. J.
membership: primarlv parents, some professionals
purpose offer activies (lectures fields trips, workshops)
for gifted students & members of org.
bemonthly newsletter is pub.